

Mountain View Elementary

6350 Mountain View Rd

Taylors, SC 29687

Grades	K-5 Elementary School	
Enrollment	642 Students	
Principal	Tommy Hughes	864-355-6800
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	39	5	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No

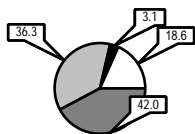
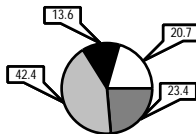
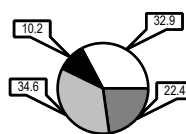
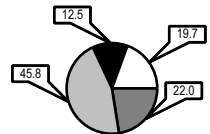
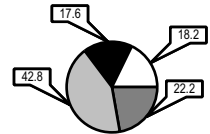
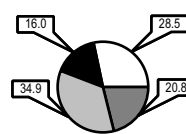
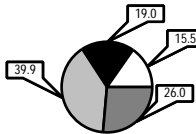
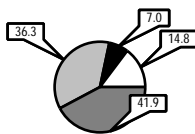
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	314	99.4	18.1	36.5	42.3	3.1	55.3	Yes	Yes
Gender									
Male	167	100.0	20.4	40.8	38.2	0.6	50.3		
Female	147	98.6	15.4	31.6	47.1	5.9	61.0		
Racial/Ethnic Group									
White	299	99.3	17.2	35.8	43.7	3.2	56.6	Yes	Yes
African American	12	100.0	45.5	54.5	0.0	0.0	9.1	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	241	99.2	9.7	37.4	48.9	4.0	64.3		
Disabled	73	100.0	47.0	33.3	19.7	0.0	24.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	314	99.4	18.1	36.5	42.3	3.1	55.3		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	313	99.4	18.2	36.3	42.5	3.1	55.1		
Socio-Economic Status									
Subsidized meals	102	99.0	33.0	38.6	26.1	2.3	35.2	No	Yes
Full-pay meals	212	99.5	11.7	35.6	49.3	3.4	63.9		

Mathematics – State Performance Objective = 36.7%									
All Students	314	99.7	20.4	42.5	23.5	13.6	56.5	Yes	Yes
Gender									
Male	167	100.0	22.3	42.7	18.5	16.6	55.4		
Female	147	99.3	18.2	42.3	29.2	10.2	57.7		
Racial/Ethnic Group									
White	299	99.7	19.6	41.8	24.3	14.3	58.2	Yes	Yes
African American	12	100.0	45.5	45.5	9.1	0.0	9.1	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	241	99.6	13.2	43.0	27.6	16.2	64.9		
Disabled	73	100.0	45.5	40.9	9.1	4.5	27.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	314	99.7	20.4	42.5	23.5	13.6	56.5		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	313	99.7	20.5	42.3	23.5	13.7	56.7		
Socio-Economic Status									
Subsidized meals	102	99.0	27.3	44.3	22.7	5.7	44.3	Yes	Yes
Full-pay meals	212	100.0	17.5	41.7	23.8	17.0	61.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	314	99.7	32.7	34.7	22.4	10.2	32.7
Gender							
Male	167	100.0	31.8	32.5	26.1	9.6	35.7
Female	147	99.3	33.6	37.2	18.2	10.9	29.2
Racial/Ethnic Group							
White	299	99.7	30.7	35.7	22.9	10.7	33.6
African American	12	100.0	72.7	18.2	9.1	0.0	9.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	241	99.6	26.3	36.4	25.4	11.8	37.3
Disabled	73	100.0	54.5	28.8	12.1	4.5	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	314	99.7	32.7	34.7	22.4	10.2	32.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	313	99.7	32.4	34.8	22.5	10.2	32.8
Socio-Economic Status							
Subsidized meals	102	99.0	54.5	26.1	12.5	6.8	19.3
Full-pay meals	212	100.0	23.3	38.3	26.7	11.7	38.3

Social Studies							
All Students	314	99.7	19.4	45.9	22.1	12.6	34.7
Gender							
Male	167	100.0	19.7	42.0	24.8	13.4	38.2
Female	147	99.3	19.0	50.4	19.0	11.7	30.7
Racial/Ethnic Group							
White	299	99.7	19.3	45.0	22.5	13.2	35.7
African American	12	100.0	27.3	72.7	0.0	0.0	0.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	241	99.6	14.9	45.6	25.0	14.5	39.5
Disabled	73	100.0	34.8	47.0	12.1	6.1	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	314	99.7	19.4	45.9	22.1	12.6	34.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	313	99.7	19.5	45.7	22.2	12.6	34.8
Socio-Economic Status							
Subsidized meals	102	99.0	35.2	48.9	11.4	4.5	15.9
Full-pay meals	212	100.0	12.6	44.7	26.7	16.0	42.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	78	100.0	16.2	29.7	48.6	5.4	54.1
	4	82	100.0	13.9	36.7	43.0	6.3	49.4
	5	106	100.0	11.7	54.4	31.1	2.9	34.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	120	99.2	10.0	29.1	58.2	2.7	60.9
	4	96	99.0	25.3	34.5	35.6	4.6	40.2
	5	98	100.0	20.8	46.9	30.2	2.1	32.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	78	100.0	16.2	47.3	27.0	9.5	36.5
	4	82	100.0	11.4	46.8	25.3	16.5	41.8
	5	106	100.0	11.7	43.7	32.0	12.6	44.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	120	100.0	13.5	49.5	25.2	11.7	36.9
	4	96	99.0	25.3	26.4	29.9	18.4	48.3
	5	98	100.0	24.0	49.0	15.6	11.5	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	120	100.0	22.5	46.8	25.2	5.4	30.6
	4	96	99.0	37.9	29.9	20.7	11.5	32.2
	5	98	100.0	39.6	25.0	20.8	14.6	35.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	120	100.0	12.6	49.5	26.1	11.7	37.8
	4	96	99.0	20.7	46.0	23.0	10.3	33.3
	5	98	100.0	26.0	41.7	16.7	15.6	32.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 642)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.2%	Up from 2.6%	1.8%	3.0%
Attendance rate	96.3%	Down from 96.5%	96.7%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%	Up from 2.6%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 2.3%	2.2%	3.2%
Eligible for gifted and talented	18.8%	Down from 22.3%	22.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Up from 10.4%	7.2%	8.2%
Older than usual for grade	0.8%	Up from 0.4%	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	51.2%	Down from 51.6%	55.1%	52.6%
Continuing contract teachers	70.7%	Down from 87.1%	86.5%	83.3%
Highly qualified teachers	97.5%	Down from 100.0%	94.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 89.0%	87.3%	87.0%
Teacher attendance rate	96.8%	Up from 96.5%	95.5%	95.0%
Average teacher salary	\$40,464	Down 1.8%	\$42,838	\$41,703
Prof. development days/teacher	19.3 days	Up from 17.3 days	11.9 days	12.8 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 22.5 to 1	20.4 to 1	18.8 to 1
Prime instructional time	92.3%	Up from 92.1%	91.0%	89.8%
Dollars spent per pupil*	\$4,110	Down 18.6%	\$5,769	\$6,242
Percent of expenditures for teacher salaries*	71.9%	Up from 65.4%	68.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Mountain View Elementary, in cooperation with the community, is to provide a safe, positive environment where children build skills, knowledge, and character needed for lifelong learning. Mountain View Elementary is a warm, community centered school steeped in rich tradition. We have received the Red Carpet Award, which honors schools that provide warm, friendly environments where people not only are welcomed but also are made to feel part of the school family. We are a Flagship School of Promise based on our commitment to provide children with access to the five fundamental resources: ongoing relationships with caring adults, safe places and structured activities, marketable skills through effective education, a healthy start for a healthy future, and opportunities to serve. Mountain View has received the Palmetto Gold Award, which recognizes schools for high levels of student academic achievement and improvement. For two consecutive years, we have been identified as a school that has been recognized by the EOC for "Closing the Gap." The school has received the United Way Award for excellence for participation in the campaign.

Our Professional Development School partnership with North Greenville College continues to grow and strengthen as we support interns, members of our faculty serve on the NGC Advisory Council, and our PDS committee works to commit our mission and goals to a written document. We also offer many opportunities for students to develop leadership skills and to take part in service learning.

Our faculty members participate in many worthwhile professional development opportunities, such as the pursuit of advanced degrees, technology training, and study in brain-based learning. Three teachers are currently National Board certified and one was a finalist for the Presidential Award for Excellence in Math and Science Teaching.

We completed the development of the school portfolio. The purpose of the portfolio is to create a clear picture of who we are and how we go about the business of educating children. The portfolio contains information about our school demographics, our current programs, our partnerships with business and community, and test score data. We can use these data to evaluate programs and policies and assess their effectiveness. Using the portfolio, the school received an excellent report form the SACS visit in March 2004.

We are in the second year of a long-awaited new facility. Student and teacher proficiency in technology has increased with acquisition of a new computer lab and training sessions. We have involved all faculty members in creating a unified writing program through a specifically tailored graduate course offered on-site.

Tommy Hughes, Principal
Mr. & Mrs. Jon Craig, SIC Committee Chairpersons

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	95	51
Percent satisfied with learning environment	100.0%	92.6%	91.8%
Percent satisfied with social and physical environment	100.0%	96.8%	93.9%
Percent satisfied with school-home relations	100.0%	98.9%	79.6%

*Only students at the highest elementary school grade level at this school and their parents were included.